LEARNING ABOUT SUSTAINABLE DEVELOPMENT GOALS THROUGH ENGLISH LANGUAGE TEACHING

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Abstract: Language as an essential tool for communication and culture as a support of social cohesion, respect for established values and for resilience play a decisive role in the implementation of strategic actions aimed at sustainable development.The purpose of this paper is to introduce the concept of Sustainable Development (SD) and its goals to the students, future teachers,in order to become skilled and qualified candidates and then introduce these Sustainable Development Goals to their student.

Keywords: Sustainable Development, students, education, English.

INTRODUCTION:

Sustainable Development (SD) has become the milestone of the 21st century in which all world stakeholders try to fulfill the needs of society
More precisely, the 2030 Agenda for SD and its 17 Sustainable Development Goals adapted by United Nation in September 15,here you can see the main goals of this organization;

GOAL 1: No Poverty

GOAL 2: Zero Hunger
GOAL 3: Good Health and Well-being
GOAL 4: Quality Education
GOAL 5: Gender Equality
GOAL 6: Clean Water and Sanitation
GOAL 7: Affordable and Clean Energy
GOAL 8: Decent Work and Economic Growth
GOAL 9: Industry, Innovation and Infrastructure
GOAL 10: Reduced Inequality
GOAL 11: Sustainable Cities and Communities
GOAL 12: Responsible Consumption and Production
GOAL 13: Climate Action
GOAL 14: Life Below Water

GOAL 15: Life on Land
GOAL 16: Peace and Justice Strong Institutions
GOAL 17: Partnerships to Achieve the Goal

Achieving greater sustainability means "fundamentally addressing the way we see ourselves in connection to others, and the world around us" (Bowden, 2010, p. 16). Let us examine the reasons why should we teach the SDGs: Students/future teachers need to learn about the world, they live in, should learn empathy and compassion, and must be inspired to take action (Bakalar, 2018; Weeks, 2018).Students need a higher level of knowledge which can be achieved by the interaction about a specific context (Richards &Rodgers).This higher level of knowledge shares new experiences, leading to "real learning," which is important for the scholars of the 21st century as it enables them to enhance their competency, tenacity, and inquisitiveness (Tarman & Dev, 2018).

Effective teaching strategies based on ESD include a variety of issues and practices. These practices are intertwined with various categories in which the "4 Cs" are presented: Collaboration, Communication, Critical Thinking, and Creativity (Bekteshi, 2017). Interdisciplinary collaborative learning (Kioupi & Voulvoulis, 2019) encourages discussion aboutSD or presentation of SD in various ways. This new academic teaching provides modern GloCal(global and local teaching) teaching (Bekteshi, 2017) by incorporating different SDG topics, updated information, resources, and technologies.

Research questions:

- This study tries to answer the following questions:

To what extent are the students in tertiary education (at a public HEI in Kosovo) aware of SD and its goals?

- Which SDGs do students/future teachers consider to be important goals that they need to know?

- Which goals do the students consider as the eminent goals in the country? Which goals do the students consider less applicable in their country?

- To what extent are topics presented in EL classes valued as topics that promote SD?

Which goals are presented more frequently?

The purpose of this study is to investigate appropriate topics for future teachers to teach in classes that would cover the benefits and knowledge of the 17 SDGs. Additionally, the study will also investigate the relation of ELT and SDGs. Although ESD currently holds no prominent position in ELL and ELT, as practicing general English, reading, composing, listening, and speaking are prominent, this study examines the future teachers' knowledge gaps in SD and suggestions to fill these gaps. We will show the importance of SDGs being instilled at HEIs, specifically at the Faculty of Education. These students are future teachers, and they must have some knowledge about global issues and SDGs to pass on to their students.

Purpose of the Study: Language Development via SDG Learning

Being willing and able to adapt in the 21st century is vital. As such, there is an urgent need to ent need to change transform the system of education into more effective education. Instructional practices, attitudes, and motivation of teachers are needed to bring this transformation Accordingly, this transformation means thepromotion of SD and the promotion of ESD as a leading goal of the 17 SDGs.

Methods
Research Design

The study was conducted at a public HEI, the University of Mitrovica in Kosovo, with the students from the Faculty of Education. The procedure followed the methodology of Balčiūnaitienė and Tereševičienė (2018) conducted for sustainable development and ELT. However, it was modified and adapted to fulfill the study aims, i.e., to answer the previouslymentioned questions dealing with the future teachers' general awareness about SD, specific SD Goals, and the ELT effect in SD learning.

Participants and Instruments
For the purpose of the study, the researchers conducted an online questionnaire that was distributed to the students of the 2nd, 3rd, and 4th year of their studies at the Faculty of Education (future Kosovar teachers) in 2019/2020. The questionnaire, comprised of 12questions regarding SD, SDGs, and ELT,

was divided into three parts:

The first group of questions dealt with the students' awareness about SD and SDGs.

The second group dealt with the SDGs and the country's needs based on students' perceptions.

The third group of questions dealt with the relation between SD, ELL, and ELT from the students' points of view.

Initially, in order to have more reliable data by considering different topics that were learnedduring the students' educational experience, the list of the UN's 17 SDGs was offered to the students. The questionnaire went online in mid-October 2019 and it was active until the end of February 2020. During this time, a group of 89 female students (n=89) responded to the questionnaire survey. These respondents were students who already had 10 years of English prior to continuing Bachelor studies in our public HEIs. In addition, for the purpose of better understanding the study questions, the questionnaire was bilingual: English and the students'native language, Albanian.

Results:

The results were collected and analyzed using SPSS statistical methods for each group of questions. Data analysis comprised of three and/or five SDGs based on the questionnaire requests, then compared them with each other. The top three and/or five goals were taken into consideration, as they were the chosen goals by most of the future teachers. It followed the methodology of Balčiūnaitienė and Teresevičienė (2018) in finding out students' knowledge about SD, SDGs, and their correlations with ELT. Based on our study's statistical analysis, discussions of findings were linearly incorporated within the study questions, synthesized, and summarized.

Awareness about SD .

The need to learn about SD

Questions:	Goal 1: No Poverty	Goal 2: No Hunger	Goal 3: Good Health and Well-being	Goal 4: Quality Education	Goal 5: Gender Equality	Goal 8: Decent Work and Economics	Goal 17: Partnership to Achieve the Goal
Which of these goals do you think you will need in life?	16%	20%	52%	56%	28%	24%	12%
Which of the goals do you think each person should know about? Tick three.	32%	28%	56%	48%	16%	24%	20%

Discussion:

These results for learning SDGs and their roles among the future teachers confirm that there is a significant positive effect in global and local perspectives. However, out of 17 SD goals, Kosovar students tackle only a few. And these goals are all related to social aspects, whereas goals related to "P-Planet" dealing with water sanitation, climate change, energy, economicgrowth, infrastructure, and cities are hardly mentioned by the students. Due to the absence of the environmental goals, the study is partly in line with Pope and Patterson (2012), who claim that citizenship and environmental education help students develop the knowledge, skills, andattitudes for the future; in our case, it is the students' development when learning about SDGs .

Conclusion:

Kosovo has been enhancing education and introducing global issues and SDG topics at all evels of education. In response to the first research question, we may conclude that highereducation students at a public Faculty of Education in Kosovo are knowledgeable about ESD and SDGs. Different topics dealing with these goals are being taught at all levels of education.

The conclusion for the second research question is that the students view Goal 3, Goal 4, and Goal 5 as the most important goals, followed by Goal 1 and Goal 2. Although these goals have already been presented in the students' previous education, these five are still considered as goals that need more attention. This leads to the conclusion of the third research question. That is, goals dealing with People are considered the most important global goals of the 21stcentury by these future teachers. Similarly, these goals are viewed as nationally needed goal

Other goals regarding Profit are slightly tackled by the students, whereas goals regarding the planet are not shown in students' responses.

Since this study identifies challenges and opportunities for future ELT methodology to address the issues of ESD and ELT, the findings can be considered for drafting future ELT curricula. Assuch, the ELT Curricula at HEIs should reflect a global view, and suggestions are as follows:

Number one
Future teachers should be allowed to choose their own topics for the purpose of learning English and SDGs.

Number two
ELT and teaching of SD and its overall process should be based on a variety of collaborative teaching techniques designed to help them grow intellectually.

Number three
ELT and teaching of SD should be organized in a way that challenges the students (and the teachers), encourages them, and brings freshness and creativity in class via preferred topics.

Number four
ELT and teaching of SD should emphasize the active role of students in the society and their contribution to the "3 Ps."

Number five

ELT and teaching of SD should include collaborative learning and self-initiated learning about general global knowledge such as gender equality, economy, planet, society, and environment.

Number six
ELT and teaching of SD should include problem-solving activities designed to discuss GloCal issues.

Like any other study, this study suffered from some limitations. As pointed out, the number of students who participated in the study did not include all students of the Faculty of Education. A larger sample is needed to have more reliable data in order to increase the validity of the findings. However, the participants' ability to notice the gaps in SDG awareness validity of the findings. However, the participants' ability to notice the gaps in SDG awareness.

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